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ABSTRACT

The paper provides an overview of research on Asian and Pacific American (APA) undergraduates at U.S. institutions, focusing on the origins, assumptions, and fallacies of the "model minority" image. In addition, it offers highlights from a recent campus survey that suggests that APA students perceive their university experience differently from majority students. The first section of the paper reviews the literature on the model minority, looking at the origins of the term, problems inherent in the image, and empirical evidence that challenges the myth. The second section of the paper presents the results of a survey of graduating seniors (n=1,300) at the University of Michigan at Ann Arbor conducted in 1996. The study asked undergraduates about their university experience, whether they perceived they had made progress in various educational and personal development areas, how they perceived the campus climate, and what their level of satisfaction with the academic experience was. The results suggested that APA students reported a different academic undergraduate experience; they reported a lesser gain in important skills and abilities, were less satisfied with key facets of the academic experience, and perceived the academic climate to be less favorable. Four data tables present results of the student survey. (Contains 22 references.) (CH)

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FROM THE MODEL MINORITY TO THE INVISIBLE MINORITY: ASIAN & PACIFIC AMERICAN STUDENTS IN HIGHER EDUCATION RESEARCH

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This paper was presented at the Thirty-Eighth Annual Forum of the Association for Institutional Research held in Minneapolis, Minnesota, May 17-20, 1998.
This paper was reviewed by the AIR Forum Publications Committee and was judged to be of high quality and of interest to others concerned with the research of higher education. It has therefore been selected to be included in the ERIC Collection of AIR Forum Papers.

Dolores Vura
Editor
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17-110 FROM THE "MODEL MINORITY" TO THE "INVISIBLE MINORITY": ASIAN AND PACIFIC AMERICAN STUDENTS IN HIGHER EDUCATION

Abstract

This presentation provides an overview of research on Asian and Pacific American (APA) undergraduates. We focus on the pervasiveness of the model minority image and discuss its origins, assumptions, and fallacies. We believe that the model minority myth colors not only our view of APA students, but also our decisions to include them in research on our campuses. In addition, this presentation highlights findings from a recent campus study that suggests that APA students may perceive their university experience and the university environment somewhat differently from majority students. Some of these findings challenge our common assumptions about APA students. Primarily, however, we feel that our findings underscore the need to be more inclusive of APA students in research, and to examine the undergraduate experiences of APA students more closely.

From the Model Minority to the Invisible Minority:
Asian & Pacific American Students in Higher Education Research

Introduction

Achieving ethnic and racial diversity among the student body has long been a goal of colleges and universities. As such, research on students of color has increased exponentially, and colleges and universities have dedicated staff, services, funding, and programs to enhance enrollment, raise awareness, and address minority issues. Paradoxically, while Asian and Pacific American students comprise the largest proportion of the minority community on many campuses, they often do not receive the same attention or investment in resources as other students of color. The reasons for this lack of attention may lie in the widespread assumption that Asian and Pacific American (APA) students are a "model minority." We believe that this assumption--and its consequences to APA students on our campuses--should be reexamined.

This presentation addresses this concern, and we believe it will be helpful to other institutional research offices undertaking research or advising administrators on student issues. The first portion of this paper and presentation will provide an overview of past and current research on APA college students, including the basis for the "model minority" image and some research which challenges some of the underlying assumptions of the myth. The second part will present findings from a study conducted at the University of Michigan which underscores the need to reexamine the model minority myth on our own campuses and to pay more attention to APA undergraduate experiences.

The Origins of "Model Minority"

The term "model minority" was first used in the 1960's when the civil rights struggles of African Americans were at the forefront of the nation's consciousness. Studies conducted at that time revealed that Chinese and Japanese Americans attended college in greater proportions and completed more years of education than their white counterparts (Chun, 1980). APAs were also characterized as polite, family-oriented, hard-working, enterprising, compliant, and studious. Traditional Asian cultural values -- discipline, respect for learning, and strong family ties -- were credited for their success, especially in the educational realm. As a result of these factors, APAs were

held up as an example of how a minority group could overcome discrimination and prejudice and be successful in the United States (Suzuki, 1989; Chun, 1980).

More recent evidence has reinforced the perception that APA students are model college students. Throughout the 1980's, studies from diverse sources such as the Educational Testing Service, the Higher Education Research Institute, the American College Testing Program, and the National Longitudinal study indicate that APA students, on average, have more rigorous study habits, higher educational aspirations, better high school grades, higher class ranks, and higher quantitative scores on aptitude tests than their peers (Hsia, 1988; Endo, 1990). During that same period, APA students established themselves as a sizable segment of the college student population. The matriculation of APAs in college increased by 94% between 1980 and 1990, far exceeding the growth rates of other minority groups (Osajima, 1995). At some colleges and universities--many of them among the most elite in the United States--APAs far exceed their representation in the population as a whole. Statistics like these were widely disseminated; publications like *Newsweek*, *US News & World Report*, the *New York Times*, and the *New Republic* profiled Asians as "whiz kids" and "superminorities." The image of APA students as a model minority thus became broadly accepted, and it persists today (Sue and Abe, 1988; Lee and Li, 1997; Osajima, 1995).

The Problem with "Model Minority"

On the surface, the model minority view is a flattering representation of APA students, and people who use the term are usually well-intentioned. However, because it has come to influence the decisions we make about how we treat APAs and other minority groups, it may be as harmful as other, more negative stereotypes. Evidence also suggests that the image may be just as inaccurate.

One problem is that "model minority" can be a divisive term. Some believe that the implicit message in the term is that other minority groups are at fault for their own lack of success. In this view, the accomplishments of APAs are considered evidence of a true meritocracy in the United States. In such a system, other minority groups ought to be able to succeed as well--without affirmative action or other efforts to help them achieve parity (Osajima, 1995). The term can also create resentment from members of the majority culture, who come to believe that APA students drive up the grade curve, dominate competitive honors and scholarships, and crowd out places for whites in the classroom (Chan and Wang, 1991). Amidst such a climate, some suspect that admissions "quotas" have been limiting APA access to some colleges and universities (Chan and

Wang, 1991; Nakanishi, 1989; Suzuki, 1989; Divoky, 1988). The debates have taken on new fervor as APA students are being drawn into the recent political and legal battle over affirmative action on college campuses.

Another problem with the "model minority" stereotype is that it paints a picture of APA students with broad brushstrokes. It is a generalization which fails to recognize that APA is a term that describes a wide variety of cultural and ethnic groups. The U.S. Census recognizes over two dozen separate Asian and Pacific Island groups in the United States, including Korean, Filipino, Japanese, Chinese, Laotian, Indian, Pakistani, Polynesian, Micronesian, Hmong, Cambodian, and Vietnamese. The APA student population includes those whose families who have been in the States for generations as well as those from the rapidly growing population of recent immigrants and refugees. The APA label also represents a vast diversity in income level, education, and assimilation. Some of these groups have experiences that are very far from the those we attribute to the "model minority." The Department of Education, as well as most institutions of higher education, group all APA students together in their statistics (Magner, 1993) and there are very few studies which specifically explore the differences between various APA ethnic groups (Lee and Li, 1997; Coughlin, 1991). Thus, the successes of some APA students may mask the experiences of those who struggle, perpetuating the model minority image.

Finally, the "model minority" view may also be harmful because it may turn APAs into an "invisible minority" on campus. The term has contributed to a belief that APA students are not really a minority at all--at least not one that needs attention. This seems to be reflected in research on college students. Often APA students are deliberately excluded from studies which focus on minorities because the real interest is on underrepresented minority groups. Where APA students are included, they often appear as only one of many minority groups being compared, and are rarely the sole object of the research. Much of the research that has focused on APA students has been limited primarily to college inputs (such as test scores, admission rates, and field of study), and outputs (graduation rates, acceptances to graduate or professional school, grade point average and honors obtained) (Bagasao, 1989; Astin, 1993). Yet little research has focused on the college experience of APA students *during* their undergraduate careers.

Many have also noted that APAs are not just a low-priority group in scholarly research, but also on campuses across the country. The "model minority" myth unfortunately leads many to assume that APA students will succeed with little support, and without the special programs and services which colleges and universities provide for other minorities (Osajima, 1995; Suzuki, 1994).

Colleges may also fail to consider the unique perspectives of APA students when they conduct research and solicit student input, on the assumption that their attitudes and experiences in college mirror those of the majority. This invisibility has not gone unnoticed by APA students. As Osajima (1995) reports, APA activists have complained that resources that are provided for other minority groups and for women are not offered in equal measure to APA students. He chronicles incidents on several campuses where APA students have protested the lack of student services or have threatened to stop registering as minorities. Typical among these students' complaints is that while their colleges include APA enrollments when trumpeting their diversity commitment, they fail to offer any special programs, financial aid, or recruitment efforts for APA students.

Empirical Evidence that Challenges the Myth

In the late 1980's and into the 1990's, we have begun to see more interest in re-examining the model minority stereotype, and more research which challenges its assumptions. In 1989, *Change* magazine dedicated an entire issue to the topic of Asian American students in higher education, aptly titled "Asian and Pacific Americans: Behind the Myths." There have also been a few crucial studies which have focused on APA students and which challenge the model minority stereotype. For example, a variety of studies indicate that APAs who immigrated to the United States in the 1980's, i.e., those from southeast Asia, have lower college GPAs and are less likely to graduate from college, compared to whites and other APA ethnic groups (Sue and Abe, 1988; Endo, 1990). Other studies have shown that while many APA students have excellent quantitative skills and outnumber whites in engineering and computer science disciplines, they score lower on tests of verbal/linguistic skills and earn disproportionately fewer degrees in the social sciences and humanities (Hune and Chan, 1997; Suzuki, 1994; Escueta and O'Brien, 1991). Furthermore, while the stereotype suggests that high-achieving APA students fill the class rolls at ivy-caliber institutions, over 80% of APAs attend public institutions (Escueta and O'Brien, 1991). A large proportion of some Asian ethnic groups tend to enroll in public two-year colleges and on these campuses, the model minority stereotype may be particularly ill-fitting.

Research has also revealed that even successful and high-achieving APA students--students who seem to fit the stereotype--may have unmet needs and negative experiences on campus. A 1985 study of the California State University system indicated that APAs were more critical of academic programs than students of other ethnic groups, expressed a desire for a greater variety of

courses, and wanted better instruction and career guidance, as well as more personal attention (Hsia and Hirano-Nakanishi, 1989). In addition, studies to assess college climate for APA students found that institutions seem insensitive (Hune 1998) and that racial and ethnic tensions have been on the rise (Agbayani and Ching, 1993).

We are encouraged by this recent research and the interest that some scholars show in exploring the experiences of APA students in college. However, the image of the model minority persists: "So relentlessly has the model minority been presented that the work of writers who have challenged the veracity of such a depiction has received scant attention." (Chan and Wang, 1991, p. 44). Not only do we need to pay more attention to these studies, we must also take an interest in APA students at the campus level, especially in institutional research and administrative offices. We need to recognize how the model minority stereotype may impede our view of how APA students are faring on our campus. We must also consider the incredible differences between APA students, and recognize the different needs and concerns of the various groups under the APA umbrella. We must look at measures beyond enrollment and retention statistics when evaluating the well-being of APA students, and realize that minority student issues need to address their perspectives.

Our Findings

We now turn to information on APA students on our campus, the University of Michigan. We would like to share some of the findings from a recent study conducted by our office which raised our awareness of the need for increased APA research.

APA students at the University of Michigan

As at many other selective institutions, the profile of the average APA student at the University of Michigan suggests little to challenge the model minority stereotype. These students comprise a relatively high proportion of the student body (11.2%) and have a retention rate comparable to or better than white students--more than 80% stay and graduate. As a result, APA students may have commanded less attention than other student groups. Many of the University's resources dedicated to minorities have been aimed at Hispanic, Latino, Native American, and African American students. APAs are counted amongst our minority groups, but how they are handled in reports differs depending on the topic. In some reports, APAs are differentiated from

underrepresented minorities, and are either reported separately or left out. In other reports, they are aggregated with white students. The University does not collect statistics on the specific ethnicity of APA students. However, a landmark study conducted by the Office of Academic Multicultural Initiatives a few years ago added much to our knowledge base about the backgrounds and attitudes of APA students.

APA students who enroll here tend to have well-educated fathers, stable financial backgrounds, good high-school preparation, and high educational and career aspirations. Many APA students are first-generation Americans, with about a third speaking a language other than English at home. In addition, most APAs at the University of Michigan graduated from high schools that were predominately white and where they were in a much greater minority. Michigan's large size and relatively large APA enrollments mean that there are a number of active student organizations comprised of APA students, many of them unique to certain APA ethnic or religious groups. Because of the large APA student population, their success on campus, and the activities in which they participate, "A" magazine named the University of Michigan one of the top 15 campuses for APA students in 1997.

Methodology

In 1996, the University of Michigan undertook a multi-phase survey project aimed to get feedback from undergraduates about their experience at the University. While some of our academic units routinely administer exit and placement surveys, the University as a whole has never attempted to survey an entire class of graduates. In the spring of that year, our office undertook phase one of the project by distributing a questionnaire to the 3,400 members of the graduating senior class. This first survey focused primarily on students' experiences during their time in college, including growth in skills, abilities, and personal development; satisfaction with academics and student services; participation in extracurricular activities; and perceptions of climate. Forty percent (more than 1300) of the members of the class responded; and they were reasonably representative of the entire class in terms of race, residency status, and enrollment in specific colleges and schools within the University. Some response bias based on gender was noted; women comprised 60% of the respondents compared to a little over 50% of the graduating class.

At the start of the project, we did not have a particular interest in APA students as a group. This is not uncommon in the student research undertaken on our campus--APA students have rarely

been the specific focus of a study. In prior reporting which concerned minorities, APA students have sometimes been combined with white students, due to their similar incoming academic profiles and retention rates, and assumptions about their similar experiences on campus. In this particular analysis, our first rationale for considering APAs as a special group was only because we assumed that this would help us to see unique comparisons between *underrepresented* minorities and white students. We found, however, that the differences between APA students and white students were even more striking.

In our analysis, we performed simple comparisons between students who identified themselves as white and students who identified themselves as Asian.[1] This included foreign students, as well, which comprised about 16% of the Asian/APA respondent group. For most questions, a chi-squared test was performed to see if the two student groups differed in the distribution of responses. However, on one set of responses, t-tests were more appropriate. For all tests, we considered results to be significant at the .05 level.

Gains: One of the sections of our survey asked students to rate the extent to which they felt they had gained or made progress in various educational or personal development areas. A summary of responses is shown in Table 1. On the majority of the items--14 out of 18--Asian/APA students tended to report that they had gained less. Not all of the differences were determined to be statistically significant, but those that were included some important academic areas, such as general education, clear writing, communication skills, and critical thinking. Other areas in which Asian/APA students reported significantly lower gains included time management skills, leadership skills, a sense of social responsibility, and ability to manage in a complex environment. Only in the area of "understanding science and technology" did Asian/APA students report slightly higher but significant gains compared to white students.

[Insert Table 1 here]

Campus Climate: Students were asked to assess the campus environment on a number of dimensions including its academic, social, and physical aspects. Students rated both their perception of the "current" environment and their perceptions of how the environment "should be." A summary of responses is shown in Table 2. On nearly every item, Asian/APA students gave the climate a lower (less favorable) rating than white students. Many of these differences were found to be statistically significant when we conducted t-tests. For example, Asian/APA students rated the

[1] Students were allowed to indicate if they had a multi-racial identity, and those students were not included in either group.

university's commitment to diversity among students and faculty lower than white students. Asian/APAs rated academic challenge and rigor, academic honesty, and the provision of quality academic resources lower as well. They also rated competition among students lower, although whether that is a better or worse assessment may be subject to opinion.

In reporting their preferred environment, the differences were less marked. Asian/APA students placed a higher priority on about half the items, but the significant differences were limited to just a few. Asian/APA students placed a higher priority than white students on diversity issues, such as diversity among the student and faculty. Interestingly, they preferred a significantly more competitive environment. We also looked at the gap, or disparity, between the students rating of the current climate and their indication of what the ideal climate should be. Asian/APA students perceived a larger disparity between the ideal and the current climate regarding support for women, students of color, international students, and various religious views.

[Insert Table 2 here]

Satisfaction: Perhaps the most interesting results were those dealing with student satisfaction. Students were asked to rate their level of satisfaction with various aspects of their academic experiences and with particular services. A summary of responses is shown in Table 3. Asian/APA students reported less satisfaction than white students with 31 of the 32 items. When we tested these differences statistically, not all were found to be significant, but those that were included some important elements of the college experience, particularly academics. Compared to white students, Asian/APA students reported lower satisfaction with libraries, academic advising, and instruction by professors. They were also less satisfied with specific components of their co-curricular experiences such as intramural sports, social life, and opportunities to participate in community service. On the one summative item, their "overall University of Michigan experience," Asian/APA students were also significantly less satisfied.

[Insert Table 3 here]

Other findings of note: Our study found some other differences between Asian/APA and white students. We found that Asian/APA students were more likely to major in a science, math, or engineering field. When asked whether they had a mentor, or someone who took special interest in

their progress while an undergraduate, equal proportions of Asian/APA and white students said they had a mentor. However, fewer Asian/APA students identified a faculty member as being that person. We also asked about participation and leadership, and found that Asian/APA students were more like to be involved in the arts, and more likely to participate in clubs and other campus student organizations. However, they were less likely to be in a fraternity or sorority, and less likely to participate in a particularly popular activity on our campus, attending athletic events. We also found that over a quarter of the Asian/APA students reported that they had not demonstrated leadership during their time on campus, compared to 15% of the white students.

Discussion

To summarize these findings, the results suggested that Asian/APA students report a different experience on campus, particularly in the academic aspects of their undergraduate experience. Asian/APA students report having gained less in important skills and abilities, are less satisfied with key facets of the academic experience, and perceive the academic climate to be less favorable and further from their ideal.

These findings were not expected. When measured by enrollment, retention, college grades, and graduation rates, Asian/APA students appear to be among the most successful students on our campus. It is incongruous, then, to find that their assessment of their undergraduate experience is less positive than other students, and troubling that their greatest differences occur in areas central to the University's mission, such as the development of writing and communication skills, gains in critical thinking, and experiences with faculty in the classroom. The initial comparison of responses suggest that APA students have a different experience on our campus than do white students--and one that is less positive. If that is true, then it certainly challenges the myth that has grown out of the model minority image: that is, all we have to do is enroll APA students, and they will thrive on campus. These results suggest that we need to revisit that assumption.

However, we believe these results raise a number of questions. It is hard, in this point in our research, to know if Asian/APA student experiences are truly different and less favorable, or if other explanations account for their responses. We have considered some other factors which might account for the differences we have observed. These are guesses at best, and we find ourselves unable to pursue these hypotheses in a systematic way due to the lack of information we have about APA

students. However, we share these hypotheses--and our limited results, if any, as we explored them further-- below.

First, we have considered the backgrounds of the Asian/APA students on our campus, and the ways this could contribute to these differences. For example, the good college preparation that most Asian/APA students acquire in high school could create a "ceiling effect." If a student enters college with a high skill level already, they may be more likely to report moderate or low gains during their time here. Their preparation and prior academic experiences might also contribute to lower satisfaction, because they might have higher expectations which are harder for the University to meet. Due to our limited academic information about the specific respondents of this survey, we could only explore these hypotheses in a limited way. The best proxy we had for the aptitude and ability of students was their grade point average. If these hypotheses are correct, then those with higher GPAs would tend to report lower gains and lower satisfaction. However, we did not find a consistent negative relationship between GPA and perceived gains in educational and developmental area; or between GPA and satisfaction.

Another hypothesis that we must consider is the effect that the students' course of study may have on these responses. We have noted that more Asian and APA students tend to major in math, science, and engineering fields. The lower gains that Asian/APA students report might be attributable to the lower emphasis that these fields place on those skills and abilities. There might be other experiences associated with majoring in science and engineering that influence student responses on satisfaction and climate questions, as well. At this time we have not conducted any analyses that give us more information about this hypothesis.

Another explanation we thought we should explore is the effect of foreign students on responses. While foreign students are a small overall percentage of respondents (less than 3%), many of them are Asian, so they comprise a relatively large proportion of the Asian/APA responses (16%). For this reason, we conducted all the analyses again, this time with foreign student respondents not included. There were few changes in overall response distribution, and in the results of the significance testing. Thus, it appears that foreign students respond in ways similar to that of citizens and permanent residents, so they do not meaningfully influence the survey responses of Asian/APA students.

It is also possible that these differences represent small differences of *degree*, and differences in the way students evaluate their experiences, instead of meaningful differences in the experiences themselves. We might postulate that cultural differences lead Asian/APA students to respond more

conservatively--that they prefer to report "some" gain, instead of "very much" gained, or to report "somewhat" satisfied instead of "very" satisfied. This would lead to an apparent difference in survey responses, but not represent a real difference in experiences. It is not possible to explore this hypothesis on all survey items, but the satisfaction questions provided one opportunity. We collapsed categories so the results represent not a degree of satisfaction (very or somewhat) but simply dissatisfied vs. satisfied. While APA students still appeared to be less satisfied on many items, many fewer of those differences were found to be significant--only three (as seen on Table 4). This suggests that the hypothesis may be correct, but further research is needed before we can make that conclusion.

[Insert Table 4 here]

In all, we feel these findings raise many more questions than they answer. We find that most of these questions are difficult to pursue because of the invisibility of APA students in prior research. We consider this research to be a work in progress, and we would benefit from the input and direction of others in the institutional research community, especially those who have conducted research on the experiences of APA students on their campus.

Limitations

The key findings reported here are statistically significant. However, we admit that they are bivariate and do not control for other factors which might help to explain differences. Nevertheless, we think that they are informative and important because they have highlighted possible differences in the APA undergraduate experience on our campus.

Our study also lacks a large number of respondents on which to make comparisons. While we felt comfortable with our response rate and the representativeness of our sample, when we break the sample down into racial or ethnic groups, we have a small number of respondents. Only 132 students identified themselves as Asian or APA, which limits our ability to do some significance testing.

We also note that the differences we see here are not drastic. While gains reported by Asian/APA students may be relatively lower, the vast majority of all students report having gained something while on campus. Similarly, while Asian/APAs may report a lower level of satisfaction

with some aspects of their undergraduate experience, the overwhelming majority are satisfied. It is also important to remember that all of this data is perceptual and self-reported.

As we have stated before, a key limitation of this study is that it currently stands alone. Our understanding of APA student responses is hampered by the lack of research which prevents us from looking for explanations and comparisons in other studies, especially on our campus. Furthermore, our institution, like so many others, does not collect student data in a way that would allow us to compare differences among APA ethnic groups. More information on the characteristics of the students in this study would also be useful. There are thus many worthwhile research questions we cannot pursue.

Conclusions

Our study has highlighted for us the importance of not allowing the "model minority" image to color our view of APA students. Our survey provided some evidence that Asian/APA students on our campus have a different and perhaps less favorable assessment of their undergraduate experience. But the reasons for this--and whether or not it reflects a truly different experience on campus--are not clear. What is clear, however, is that we can and should work to fill in our gaps of knowledge about APA students. Given their excellent enrollment rates and retention rates, and the widespread media attention paid to APA educational success, it may be too easy to write them off as a "model minority" and assume that they mirror majority students. The result is that we may be ignorant about the experiences of an important group of students, a group equally deserving of our attention. Higher education scholars are beginning to realize that the so-called "model" minority has become a nearly "invisible" minority in research. As institutional research professionals and administrators, we have the same responsibility to make sure they do not become invisible in our work on our own campuses.

Table 1

In reflecting on your experiences since entering college, to what extent do you feel you have gained or made progress in the following areas?
(Percentage of students selecting each response)

	Asian/APA Students (N=132)				White/Caucasian Students (N=1020)			
	Very Much	Some	A Little	None	Very Much	Some	A Little	None
* General Education	40.2	47.7	12.1	0.0	52.0	37.3	10.3	0.5
Career Skills	37.1	41.7	20.5	0.8	36.4	39.6	22.6	1.4
Graduate Preparation	45.5	46.2	7.6	0.8	53.4	39.7	6.6	0.3
Art Appreciation	22.0	39.4	30.3	8.3	24.3	31.3	36.4	8.1
* Clear Writing	26.5	51.5	16.7	5.3	37.2	45.8	14.6	2.4
* Communication Skills	23.5	56.1	17.4	3.0	37.3	44.2	16.6	2.0
Quantitative Skills	33.6	44.3	18.3	3.8	31.3	38.1	24.6	6.0
Computer Proficiency	50.4	34.4	14.5	0.8	43.8	35.8	17.4	3.0
Values Clarity	36.4	42.4	16.7	4.5	37.0	39.4	18.5	5.1
* Critical Thinking	44.7	43.9	8.3	3.0	56.6	37.5	5.7	0.3
Understand Different Cultures	39.4	48.5	8.3	3.8	40.9	40.4	16.2	2.5
* Science & Technology	35.6	40.2	21.2	3.0	33.5	30.1	30.1	6.4
Teamwork	41.7	40.9	13.6	3.8	41.1	36.7	19.4	2.9
Get Along w/ Diverse People	39.4	46.2	12.9	1.5	42.3	37.7	17.7	2.3
Health/Fitness	22.7	28.8	25.8	22.7	15.9	27.0	30.5	26.7
* Manage Time	27.5	49.6	17.6	5.3	43.1	43.3	9.7	3.9
Manage Personal Finances	17.6	46.6	22.9	13.0	25.9	38.6	23.4	12.1
* Leadership	20.6	36.6	32.1	10.7	29.8	42.0	24.0	4.2
* Sense of Social Responsibility	17.6	53.4	19.1	9.9	31.0	38.1	25.4	5.5
* Manage in a Complex Envir.	26.9	44.6	25.4	3.1	48.2	36.5	13.1	2.2

*Significant difference ($p<.05$) between Asian/Asian-Am. students and white/Caucasian students based on chi-square analysis.

Table 2

Rate your perceptions of the current University environment. Then rate your perceptions of how the environment should be.

(Rating scale: 5=High; 1=Low)

	Asian/APA Students (N=132)		White/Caucasian Students (N=1020)	
	Current UM Environment (Average)	How UM Should Be (Average)	Current UM Environment (Average)	How UM Should Be (Average)
Emphasis UG Teaching	2.85	4.61	2.89	4.58
Concern for Students	2.83	4.62	2.92	4.64
Concern for Career Prep	2.83	4.57	2.92	4.46
* Academic Challenge & Rigor	3.78	4.50	3.97	4.47
* + Student Competition	3.90	3.51	4.13	3.13
Student Influence	2.25	4.05	2.20	3.99
* Students' Acad. Honesty	3.00	4.66	3.36	4.69
All Viewpoints Freely Shared	3.55	4.49	3.66	4.56
* Free of Insensitive Remarks	3.31	4.20	3.62	4.11
Campus Safety	3.79	4.73	3.89	4.77
* Import. of Intercoll. Athletics	4.37	3.53	4.63	3.47
* + Diverse Student Body	4.02	4.37	4.22	4.06
* + Diverse Faculty	3.45	4.29	3.77	3.98
* Support for Women	3.70	4.49	3.95	4.45
* Support: Students of Color	3.59	4.46	3.90	4.41
* Support: Religious Views	3.37	4.11	3.69	4.26
Supp: Lower Income Stud.	3.07	4.29	3.11	4.36
* + Supp: Gay/Lesb/Bisex Stud.	3.30	3.86	3.72	4.08
* Supp: Internat'l Students	3.25	4.24	3.87	4.18
Supp: Stud. w/ Disabilities	3.25	4.46	3.51	4.51
* Quality Acad. Resources	3.87	4.70	4.04	4.75
Quality Non-acad Res.	3.65	4.45	3.77	4.51
Sense of Community	3.00	4.13	2.95	4.22
+ Value of Education for Price	3.12	4.60	3.21	4.74

*Significant difference (t-test, p<.05) in the mean ratings of the current environment.

+Significant difference (t-test, p<.05) in the mean rating of the preferred ("how UM should be") environment.

Table 3

Please rate your satisfaction with each of the following:
(Percentage of students selecting each response)

	Asian/APA Students (N=132)				White/Caucasian Students (N=1020)			
	Very Satisf	Somwht Satis	Somwht Dissat	Very Dissat	Very Satis	Somwht Satis	Somwht Dissat	Very Dissat
Major Courses	26.0	57.3	13.0	3.8	36.5	49.3	11.4	2.9
Other Courses	12.4	70.5	16.3	0.8	18.1	65.2	15.2	1.5
Getting Into Req Courses	37.4	39.7	16.0	6.9	38.8	37.0	18.3	5.9
Courses in Right Term	32.1	37.4	18.3	12.2	30.7	36.8	24.0	8.5
Class Size: Fr/So	7.2	43.2	35.2	14.4	11.2	41.5	29.4	18.0
* Class Size: Jr/Sr	31.3	50.4	15.3	3.1	42.5	44.4	8.7	4.4
* Instruction by Professors	10.7	66.4	18.3	4.6	27.1	56.2	13.8	2.9
Instruction by TAs	8.4	48.1	33.6	9.9	12.7	45.3	29.2	12.7
Faculty Contact	14.6	35.4	33.8	16.2	20.2	42.0	26.6	11.2
* Academic Advising	4.3	31.6	39.3	24.8	10.3	29.1	28.9	31.6
Laboratory Facilities	18.3	63.5	14.4	3.8	26.5	57.3	12.7	3.5
Computer Public Sites	31.0	52.7	10.9	5.4	36.1	45.7	14.4	3.8
Computer Res. Halls	17.7	51.3	22.1	8.8	20.8	48.4	22.3	8.5
Computer Support Srvcs	16.2	55.6	22.2	6.0	21.8	49.3	22.1	6.8
* Campus Social Life	26.0	43.3	26.0	4.7	38.1	46.3	12.4	3.2
Tutoring	11.1	48.6	26.4	13.9	10.4	52.4	26.6	10.6
* Libraries	34.9	56.6	7.8	0.8	47.3	44.7	6.5	1.5
Financial Aid Adequacy	9.8	34.4	23.0	32.8	20.6	27.9	26.7	24.8
Financial Aid Services	8.8	42.1	35.1	14.0	15.5	39.1	28.0	17.5
* Campus Safety	16.8	59.2	19.2	4.8	28.5	50.9	17.1	3.5
U-M Housing	9.9	52.3	32.4	5.4	13.0	56.7	22.7	7.6
Off-Campus Housing	15.4	50.4	24.8	9.4	18.9	46.2	25.0	9.9
* Personal Counseling	2.5	52.5	25.0	20.0	22.2	41.2	22.6	14.0
Touch-tone CRISP	44.1	44.1	8.7	3.1	55.6	34.4	6.6	3.4
Univ. Health Services	22.4	51.4	19.6	6.5	26.1	41.4	18.8	13.7
* Community Serv. Opport.	25.0	50.0	20.2	4.8	36.6	50.5	11.1	1.7
Career Offices Services	17.4	44.0	26.6	11.9	24.4	44.6	21.2	9.8
* Rec/Club/IM Sports	27.9	58.6	9.9	3.6	41.4	50.1	6.3	2.2
* Attend Athletic Events	33.3	49.5	14.0	3.2	49.4	40.1	9.4	1.1
* Campus Transportation	11.8	66.4	16.8	5.0	26.9	52.5	15.7	4.9
Campus Parking	0.0	0.9	21.7	77.4	0.7	2.7	18.5	78.1
* Overall U-M Experience	35.2	53.1	9.4	2.3	51.5	40.6	7.0	0.9

*Significant difference ($p<.05$) between Asian/Asian-Am. students and white/Caucasian students based on chi-square analysis

Table 4

Please rate your satisfaction with each of the following:
(Percentage of students selecting each response)

	Asian/APA Students (N=132)	White/Caucasian Students (N=1020)
	Satisfied	Satisfied
Major Courses	83.2	85.8
Other Courses	82.9	83.3
Getting Into Req Courses	77.1	75.8
Courses in Right Term	69.5	67.5
Class Size: Fr/So	50.4	52.7
Class Size: Jr/Sr	81.7	86.9
Instruction by Professors	77.1	83.3
Instruction by TAs	56.5	58.1
* Faculty Contact	50.0	62.3
Academic Advising	35.9	39.5
Laboratory Facilities	81.7	83.8
Computer Public Sites	83.7	81.8
Computer Res. Halls	69.0	69.3
Computer Support Srvcs	71.8	71.1
* Campus Social Life	69.3	84.4
Tutoring	59.7	62.8
Libraries	91.5	92.0
Financial Aid Adequacy	44.3	48.5
Financial Aid Services	50.9	54.5
Campus Safety	76.0	79.4
U-M Housing	62.2	69.8
Off-Campus Housing	65.8	65.1
Personal Counseling	55.0	63.4
Touch-tone CRISP	88.2	90.0
Univ. Health Services	73.8	67.5
* Community Serv. Opport.	75.0	87.2
Career Offices Services	61.5	69.0
Rec/Club/IM Sports	86.5	91.5
Attend Athletic Events	82.8	89.5
Campus Transportation	78.2	79.4
Campus Parking	0.9	3.3
Overall U-M Experience	88.3	92.1

*Significant difference ($p<.05$) between Asian/Asian-Am. students and white/Caucasian students based on chi-square analysis

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